

Childminder report

Inspection date: 16 November 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are confident and happy learners. They explore their environment and are keen to take part in the wide range of learning opportunities that the childminder plans for them. Children enjoy imaginary play. They make up and act out stories with small figures in a toy village. Children develop a love of books, such as when they re-enact stories using finger puppets. Children delight in helping the 'big bad wolf' to 'huff and puff, and blow down the little pigs' houses'. These experiences help children to make good progress in relation to their age.

Children develop positive attitudes to their learning. They concentrate intently on their activities. For example, children demonstrate good hand-muscle control. They place figures into cars and steer them around the floor while negotiating obstacles well. Children keep trying when they spread glue and stick autumn leaves onto wreathes to represent their own ideas.

Children consistently use good manners in their interactions with each other. The childminder is a positive role model and she has high expectations for children's behaviour. Children respond to the childminder well, and they enjoy the positive praise that they receive.

Children benefit from the secure bonds that they form with the childminder. The childminder is attentive to their needs, and this helps children to feel comfortable in her care.

What does the early years setting do well and what does it need to do better?

- The childminder supports children's developing understanding of mathematics effectively. For instance, she encourages children to solve problems related to size. Children discuss whether their toy animals are too big or too small to fit into vehicles that they wish to transport them in. Children confidently identify if their animals will fit.
- The childminder helps children to manage their feelings and behaviour well. For instance, she promptly identifies occasions where children need support to learn to share toys. Her interactions with children are sensitive and supportive, and her explanations help them to empathise with others. The childminder undertakes training to help her learn strategies to use when supporting children in situations which they may find challenging.
- The childminder demonstrates a secure understanding of how to promote children's health and oral hygiene. For example, she provides children with a range of healthy snacks and she encourages them to keep hydrated with water. The childminder teaches children how to brush their teeth.
- The childminder has a good understanding of what she wants children to learn

in their planned activities. She is able to describe how she includes different areas of learning in play. However, on occasion, she is not fully effective in using incidental learning opportunities to extend children's knowledge, understanding or skills.

- The childminder develops good partnerships with parents. For instance, she uses daily diaries to communicate with them each day. These help her to give parents information about children's care and the activities they have completed. However, the childminder has not fully considered how she can enhance her communication with parents and give them guidance about how they can support their children's learning at home.
- The childminder has a good understanding of how she can support children's individual learning needs. She works with parents and professionals, such as the health visitor, to seek guidance and advice to help children make good progress.
- The childminder has a positive attitude to improving her service. She completes a range of highly effective professional development activities, such as training about children's well-being. This is helping her to improve her practice and to support children's personal and social development. The childminder regularly evaluates her practice. She reflects on children's achievements and attitudes to the activities that they have completed. She uses her evaluations to inform her planning.
- The childminder has high regard for her work-life balance. She reviews her procedures and the amount of paperwork that she completes effectively. This is helping to support her own well-being.
- Parents are overwhelmingly positive about the care that the childminder provides. They say that she is flexible and that their children enjoy attending.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that she keeps her safeguarding knowledge up to date. For instance, she completes training and development to ensure she is familiar with the risks of radical and extreme views and behaviours. The childminder has a good understanding of local safeguarding partnership procedures. She knows how to refer any potential concern about children's welfare. She knows how to manage any possible allegation against herself or a member of her household. The childminder completes robust risk assessments. For example, since moving house, she has identified and minimised risks relating to access to different floors of her house and different areas of her garden.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- use incidental opportunities more effectively to challenge children further and to

enhance their knowledge and skills for future learning

- strengthen information sharing and enable parents to understand how they can help to develop their children's knowledge and skills at home.

Setting details

Unique reference number	EY450944
Local authority	Milton Keynes
Inspection number	10209758
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	17 November 2016

Information about this early years setting

The childminder registered in 2012 and lives in Oakridge Park, Milton Keynes, Buckinghamshire. She operates for most of the year from 8am to 5.30pm, Monday to Friday. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Lisa Dailey

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector talked to the childminder about how she organises the curriculum.
- The inspector observed the childminder's quality of teaching, and both jointly evaluated the effectiveness of the childminder's interactions with children.
- The inspector took account of the views of parents provided in writing and on the day of the inspection.
- Children spoke to the inspector about their activities.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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